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ABSTRACT

The purpose of these learner outcomes is to clarify educational goals for grades 9 through 12 students in Oklahoma. This state curriculum guide defines the student learning objectives for 10 high school courses that include: Oklahoma History, United States History, World History, American Government, Problems of Democracy, Economics, Psychology, Sociology, and World Geography. Each subject includes a program description, related learning objectives, and descriptive statements that emphasize the objectives. (DJC)

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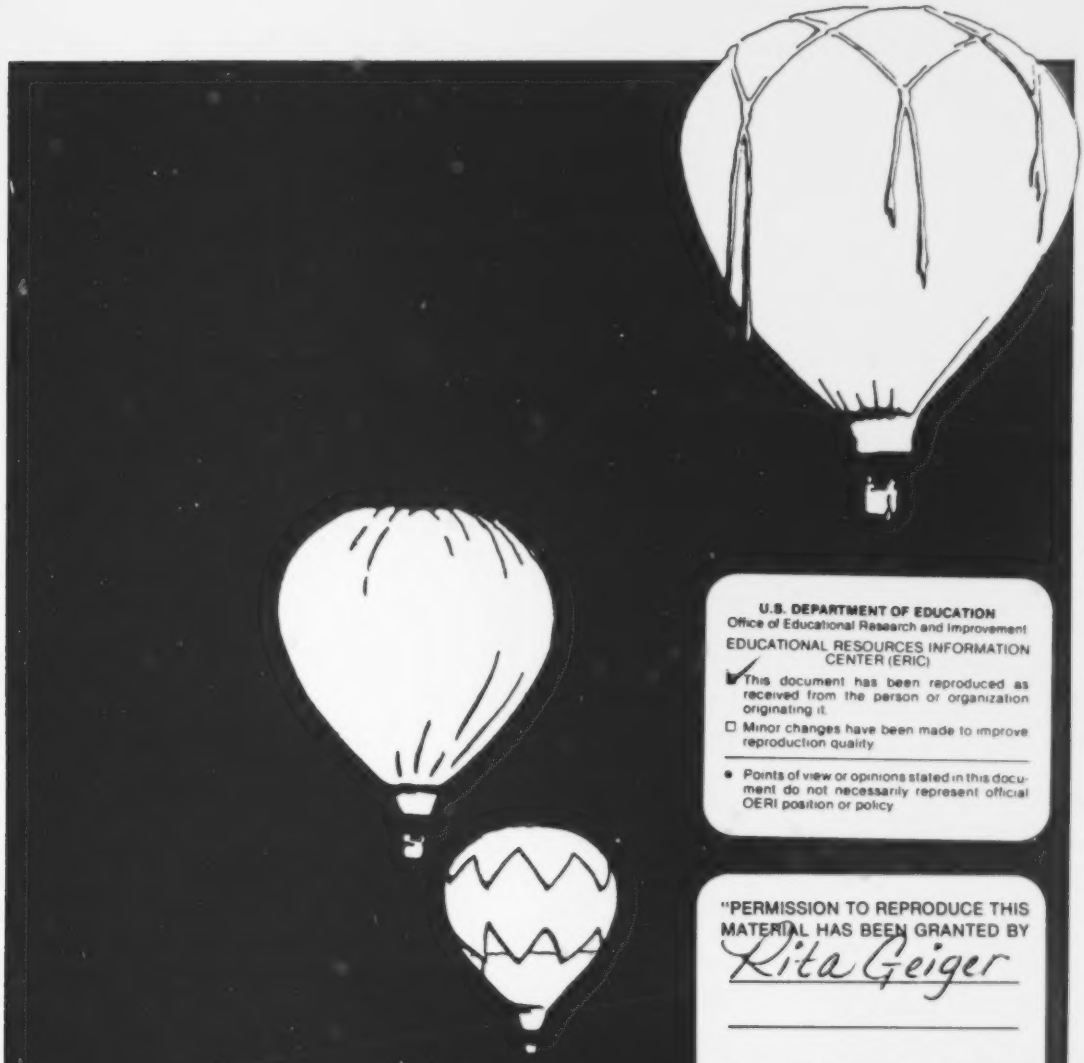

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SOCIAL STUDIES

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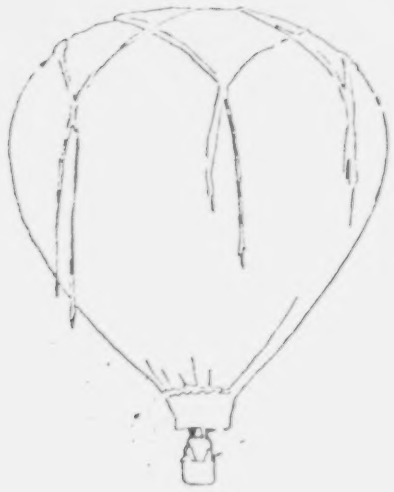


SOCIAL STUDIES

Oklahoma State Department of Education
John M. Folks, State Superintendent
Oklahoma City, Oklahoma
July, 1985

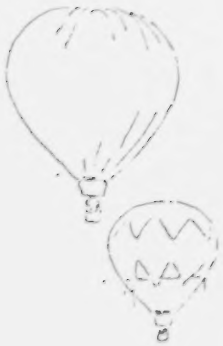
FOREWORD

During the academic year 1983–84 the Oklahoma State Department of Education began the process of producing standardized suggested learner outcomes in the five areas of Language Arts, Science, Math, Reading, and Social Studies for grades 1 through 8. The goal was to have some stated objectives upon which teachers and administrators could build a solid curriculum which would ultimately provide a better education for the students of Oklahoma.

This process was continued during the 1984–85 year in the same five subject areas for grades 9 through 12. Secondary school foreign language learner outcomes were also devised for Spanish, French, German, and Latin. Dozens of persons participated in the process and in June 1985 a second large group of teachers and administrators met to validate the learner outcomes. The booklet you have in your hand is the result of all this effort and we sincerely hope that it will be of assistance as you plan for effective teaching and learning in the classroom.

John M. Folks

John M. Folks
State Superintendent



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A special thanks
to Oklahoma Curriculum Improvement Commission

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INTRODUCTION

The suggested learner outcomes for high school social studies subjects were developed by a statewide committee of educators representing large, medium, and small school districts and higher education in rural, suburban, and urban settings. A variety of resources, including curriculum reviews from various Oklahoma schools, were used to derive the final outcomes.

The purpose of the social studies outcomes is to clarify educational goals for students in social studies classes in Oklahoma. The outcomes and descriptive statements presented here are closely aligned with current efforts to establish greater accountability for students' progress. It is hoped that the learner outcomes for social studies will establish a foundation for the coordination and systematic planning of instructional practices in high school social studies subjects in order to better serve students and teachers.

PHILOSOPHY

The primary function of public education is to prepare young people for the society and the world in which they live. Modern American society did not emerge full-grown overnight. Complex relationships and the problems that daily confront the world cannot be understood without a knowledge of their origins and causes. Individuals are part of the moving stream of events comprising history—events that are not dead but remain part of the flow that they have intangibly altered.

Social studies is the discipline that enables us to look at society in the past, present, and future. "The basic goal of social studies education is to prepare young people to be rational, participating citizens in a world that is becoming increasingly interdependent. . . . Social studies education provides the only structured school or community focus for the preparation of citizens. A commitment to foster human dignity and rational process is key to the structure of the social studies curriculum."[1]

The interdependence of skills and content is central to understanding social studies. Skills and abilities do not develop in isolation from content. In social studies, students acquire skills in using language and other symbol systems, develop the ability to reason, and undergo experiences that lead to effective citizenship. Students master these skills and abilities through observing, listening, reading, talking, and writing about the social studies. As they learn about their world and its heritage, they should deepen their skills in language and reasoning along with acquiring the basis for social and intellectual growth. They also become aware of the world around them and develop an understanding of the interdependence of the many facets of that world.

[1] "NCSS Social Studies Curriculum Guidelines," Revision (Washington, D.C.: National Council for the Social Studies, 1979), p. 262.

OKLAHOMA HISTORY

Program Description:

This course examines the geographical, social, political, and historical foundations of our state. The course is designed to examine materials from prehistory to the present with emphasis on the influence of that past in molding the present.

OK.1 The student will describe the environment and locate landforms within the state of Oklahoma.
Descriptive Statement: Emphasis will be on identifying geographical regions and climatic differences of each region.

OK.2 The student will locate and describe major resources of Oklahoma.
Descriptive Statement: Focus will be on locating major oil fields, coal mines, farmlands, timberlands, water reservoirs, and explaining the importance of these resources.

OK.3 The student will identify significant aspects of prehistory.
Descriptive Statement: Emphasis will be on prehistoric life in Oklahoma with particular attention to the arrival of the prehistoric Indians, the extinction of many animals, and the development and spread of agriculture. Also included would be the Domebo Kill Site, Spiro Mound people, and trading influences.

OK.4 The student will describe the arrival and goals of different European nations and their exchanges with the Indians.
Descriptive Statement: Emphasis will be on the reasons for the explorations of the Spanish and French focusing upon specific individuals such as Coronado, De Soto, Cortez, LaHarpe, and DeOñate. The change in Indian lifestyle made by the introduction of the horse and the use of metals should be studied.

OK.5 The student will describe the acquisition and early exploration of Oklahoma by the United States.
Descriptive Statement: Emphasis will be on Oklahoma as part of the Louisiana Purchase with particular attention to the major explorers and their resulting perceptions of the region.

OK.6 The student will identify the tribes residing in Oklahoma prior to American exploration.
Descriptive Statement: Emphasis will be on naming and locating the tribes residing in Oklahoma prior to 1803 and recognizing their diverse cultures.

OK.7 The student will list "The Five Tribes"* and examine their cultures.
Descriptive Statement: Emphasis will be on examining the political, economic, and social reasons for removal of "The Five Tribes" to Indian Territory.

OK.8 The student will describe Indian life in Oklahoma from 1830–1865 and explain how the Civil War affected that way of life.
Descriptive Statement: Emphasis will be on describing the political, economic, and social issues of the time as reasons for Indian involvement in the Civil War.

*Formerly known as Five Civilized Tribes.

OK.9 The student will describe the Reconstruction period in Indian Territory.
Descriptive Statement: Focus will be on the effects of railroads, ceding of land, influx of other Indian tribes, and tribal freedom on Indian tribal governments.

OK.10 The student will describe the development of the cattle industry in Indian Territory.
Descriptive Statement: Emphasis will be on the cattle trails, leasing of land, and the lifestyle of the cowboy.

OK.11 The student will explain the effects of western expansion on Indian Territory.
Descriptive Statement: Emphasis will be on comparing and contrasting attitudes of special interest groups toward the opening of land to non-Indians. Special interest groups include Indians, ranchers, railroads, farmers, business people, Congress, and Boomers.

OK.12 The student will describe the methods of land distribution in Indian and Oklahoma Territories.
Descriptive Statement: Focus will be on identifying the alternative methods of land distribution in the territories such as allotments, land runs, lotteries, and sealed bids.

OK.13 The student will discuss the similarities and differences of the Indian governments and the Oklahoma Territorial government and explain how they coexisted.
Descriptive Statement: Focus will be on tribal governments, Indian Territory, and the establishment of Oklahoma Territorial government through the Jerome Commission, the Organic Act, and the Curtis Act.

OK.14 The student will discuss differing opinions concerning statehood and the impact of the opposition to statehood on the final federal governmental decisions.
Descriptive Statement: Emphasis will be on identifying the various factions in the territories and comparing and contrasting their views concerning statehoood.

OK.15 The student will describe the statehood movement and the Constitutional Convention.
Descriptive Statement: Emphasis will be on knowing significant events leading to statehood such as the Sequoyah Convention and the Hamilton Statehood Bill.

OK.16 The student will recognize the innovative nature of the state constitution.
Descriptive Statement: Focus will be on explaining the unique features of the Oklahoma Constitution such as the initiative petition and referendum.

OK.17 The student will discuss the role of women in Oklahoma history.
Descriptive Statement: Emphasis will be on identifying women who have made a significant impact on life in Oklahoma and their contributions to the development of the state, past and present.

OK.18 The student will discuss the role of American Indians in Oklahoma in the twentieth century.
Descriptive Statement: Emphasis will be on identifying the contributions made by the Indians and the problems they have encountered in the modern era.

OK.19 The student will identify major ethnic groups and their contributions throughout the history of Oklahoma.
Descriptive Statement: Emphasis will be on the reasons these ethnic groups immigrated to Oklahoma. Attention should be given to their contributions to the state.

OK.20 The student will identify the strengths and weaknesses of the early Oklahoma government.
Descriptive Statement: Emphasis will be on identifying the major problems the early government faced such as the liquor issue and location of the State Capitol.

OK.21 The student will identify historical aspects of the early political period.
Descriptive Statement: Focus will be on labor problems, oil production, Tulsa Race Riot, Ku Klux Klan activities, impeachment of Oklahoma governors, and attempts at moral reform. Also the impact of World War I on Oklahoma should be considered.

OK.22 The student will describe the effects of the Depression and World War II on Oklahoma.
Descriptive Statement: Emphasis will be on the Dust Bowl, the Depression, and Oklahoma's involvement in World War II.

OK.23 The student will explore the history and culture of Oklahoma by using community resources.
Descriptive Statement: Focus will be on expanding knowledge through the use of guest speakers, newspapers, magazines, diaries, interviews, etc.

OK.24 The student will identify the significant economic, political, and social events in Oklahoma since World War II.
Descriptive Statement: The following topics are suggested: prison riots, government scandals, repeal of Prohibition, parimutuel betting, integration, and the energy industry.

OK.25 The student will express concepts and ideas with clarity in both written and verbal forms.
Descriptive Statement: Emphasis will be on collecting, organizing, and evaluating information around a clearly defined topic.

OK.26 The student will develop problem-solving and critical-thinking skills.
Descriptive Statement: Emphasis will be on the ability to use the following processes: identify the problem, gather information, analyze the problem, identify alternative solutions, select a solution, and reach tentative conclusions.

OK.27 The student will analyze primary resource information relating to historic events and examine current Oklahoma issues.
Descriptive Statement: Emphasis will be on identifying values, distinguishing between fact and opinion, determining and evaluating points of view, and gathering data from interviews, charts, graphs, political cartoons, and other media sources.

UNITED STATES HISTORY

Program Description:

This course encompasses the development of our multicultural American heritage and institutions through the study of major events, concepts, eras, and personalities, from the Native American period to the present. The historical development of the Declaration of Independence, the Constitution of the United States, and the basic principles inherent in these documents are examined and related to everyday life. Through the study of historical developments, students should gain an understanding of the lessons of the past and a perspective of the relationship between the past and contemporary issues. Opportunities should be provided for students to develop a sense of pride for their country, flag, and heritage. The subject matter is more abstract and complex than that of the earlier grades.

US.1 The student will describe and evaluate the cultures, contributions, and achievements of the American Indians.
Descriptive Statement: Emphasis will be on investigating political, religious, cultural, geographical, and linguistic characteristics of various Native American tribes.

US.2 The student will discover the principal trends in European history toward discovery and exploration.
Descriptive Statement: Focus will be on such areas as the Reformation, trade routes, the Crusades, the Renaissance, and decline of the feudal system.

US.3 The student will compare the different approaches by European nations in the exploration and colonization of the New World.
Descriptive Statement: Emphasis will be on the Spanish, British, and French approaches to exploring and colonizing.

US.4 The student will compare lifestyles in the English colonies.
Descriptive Statement: The study will include the religions, politics, economies, and ethnic groups of each area.

US.5 The student will identify and analyze major events, causes, effects, and the role of significant personalities of the Revolutionary War.
Descriptive Statement: Emphasis will be on the period between 1763–1783, concentrating on the causes of the war and its impact on the colonies and England.

US.6 The student will identify factors which contributed to the establishment and growth of the United States government in the Federalist Era.
Descriptive Statement: Emphasis will be on the impact of the American Revolution, the Articles of Confederation, the United States Constitution, early administrations, and the rise of political parties.

US.7 The student will compare and contrast the early development of foreign relations with England and France.
Descriptive Statement: The emphasis will be on nationalism, the Louisiana Purchase, the War of 1812, and the Monroe Doctrine.

US.8 The student will discuss the Jacksonian Era, sectionalism, and expansion during the period of 1820–1850.
Descriptive Statement: Emphasis will be on the westward movement, economic expansion, the slavery controversy, industrialization, American Indian policy, and Manifest Destiny.

US.9 The student will analyze the sectional conflict and other issues contributing to the Civil War.
Descriptive Statement: Emphasis will be on states' rights, slavery, compromises, economic differences, and the Dred Scott decision.

US.10 The student will analyze the significance of the Civil War and Reconstruction.
Descriptive Statement: Emphasis will be on the political, economic, and social impact of the Civil War and Reconstruction.

US.11 The student will describe the growth of the West and analyze its effect on the American way of life after the Civil War.
Descriptive Statement: Emphasis will be on transportation, agricultural development, the closing of the frontier, and clashes between settlers and American Indians.

US.12 The student will explain the impact of the Industrial Revolution on the United States.
Descriptive Statement: Emphasis will be on the rise of labor unions, immigration, significant personalities, corruption, and urbanization.

US.13 The student will analyze the political, economic, and social reform movement which began during the late 19th Century.
Descriptive Statement: Emphasis will be on populist and progressive movements.

US.14 The student will identify and analyze the major events leading to America's emergence as a world power.
Descriptive Statement: Emphasis will be on imperialism, the Spanish-American War, and the acquisition of territories.

US.15 The student will analyze the major political, economic, and social events which led to American involvement in World War I.
Descriptive Statement: Emphasis will be on domestic and foreign policies, attempts at neutrality, and world events.

US.16 The student will examine the effects of World War I.
Descriptive Statement: Emphasis will be on significant personalities, military campaigns, and the efforts to establish world peace.

US.17 The student will identify major political, economic, and social patterns emerging between World War I and World War II.
Descriptive Statement: Focus will be on the return to isolationism, prosperity of the twenties, the Depression, Franklin D. Roosevelt, and the New Deal.

US.18 The student will investigate the causes and effects of World War II.
Descriptive Statement: Emphasis will be on the causes, significant personalities, military campaigns, efforts to establish world peace, and the dawn of the Atomic Age.

US.19 The student will examine the sources of international tensions in post-war America.
Descriptive Statement: Emphasis will be on the Cold War, international treaties and pacts, the Korean Conflict, and the significant personalities of the period.

US.20 The student will analyze social and political events in postwar America.
Descriptive Statement: Emphasis will be on Civil Rights, significant personalities, and the space race. Special emphasis will be on the Truman and Eisenhower years.

US.21 The student will compare and contrast the domestic and foreign policy issues of the Kennedy and Johnson administrations.
Descriptive Statement: Emphasis will be on significant personalities, the War on Poverty, Civil Rights issues, Vietnam, and Cuba.

US.22 The student will identify the domestic and foreign policy issues of the Nixon and Ford administrations.
Descriptive Statement: Emphasis will be on environmental issues, inflation, Watergate, the oil crisis, the equal rights movement, Civil Rights, and foreign policy.

US.23 The student will identify the domestic and foreign policy issues of the Carter administration.
Descriptive Statement: Emphasis will be on inflation, the energy crises, the Middle East, the Iranian hostage crisis, and the Panama Canal.

US.24 The student will describe the domestic and foreign policies of the Reagan administration.
Descriptive Statement: Emphasis will be on economic policies, the recession of 1981–1982, the federal deficit, and foreign policy (e.g., Grenada, Lebanon).

US.25 The student will recognize American contributions in fine arts and humanities.
Descriptive Statement: Emphasis will be on achievements in art, architecture, literature, music, performing arts, and philosophy.

US.26 The student will express concepts and ideas with clarity in both written and verbal forms.
Descriptive Statement: Emphasis will be on collecting, organizing, and evaluating information around a clearly defined topic.

US.27 The student will develop problem-solving and critical-thinking skills.
Descriptive Statement: Emphasis will be on the ability to use the following processes: identify the problem, gather information, analyze the problem, identify alternative solutions, select a solution, and reach tentative conclusions.

US.28 The student will analyze primary resource information relating to historic events and examine current issues.
Descriptive Statement: Emphasis will be on identifying values, distinguishing between fact and opinion, determining and evaluating points of view, and gathering data from interviews, charts, graphs, political cartoons, and other media sources.

US.29 The student will recognize that history is a series of interrelated developments that afford the opportunity to learn from the past.
Descriptive Statement: Emphasis should be on identifying, at the appropriate times, lasting and recurring issues facing the American people, e.g., the rise and fall of world powers, America's role and responsibility in world affairs, challenges to our political system and values, the growth and extension of democracy, and America as a symbol of hope.

WORLD HISTORY

Program Description:

This course will provide a study of world cultures and their historic development using a chronological, topical, area, or inquiry approach. Through a study of the interrelationships of these cultures, the course will provide a deeper understanding of current affairs, international relations, and the increasing interdependence of nations. Critical thinking and analysis of political, economic, and social systems will be emphasized.

WH.1 The student will identify recurring global issues.
Descriptive Statement: Emphasis will be on the interrelationships among cultures.

WH.2 The student will identify and describe economic systems and the socialization process of various cultures.
Descriptive Statement: Emphasis will be on the similarities and differences of the major economic and social systems for transmission of beliefs, values, ideas, and customs. (For example: feudalism, capitalism, socialism, and communism.)

WH.3 The student will trace the development and effects of various religious, moral, and philosophical ideas.
Descriptive Statement: Emphasis will be on identifying major ideas that have influenced the course of world history, the geographic origin of these beliefs, and their political, social, and economic impact. (For example: Buddhism, Christianity, Hinduism, Islam, Judaism, and Shinto-Taoism, and the philosophies of naturalism, realism, idealism, and pragmatism.)

WH.4 The student will identify connections among past, present, and future events to establish a continuum of historic development.
Descriptive Statement: Emphasis will include the use of historical data to identify issues as well as recognize cause and effect relationships and their effect on the duration of various cultures.

WH.5 The student will discuss past and present political systems.
Descriptive Statement: Emphasis will be on examining monarchy, theocracy, democracy, dictatorship, and other systems with regard to political power and the rights of the individual.

WH.6 The student will describe individuals, events, and characteristics of various historical periods.
Descriptive Statement: Emphasis will be on fostering an awareness of historical development, identifying significant people, explaining major events, and listing major characteristics of different historical periods. (For example: Protestant Reformation—Luther and Calvin; Renaissance—da Vinci and the Medici family; civil disobedience—Thoreau and Gandhi; Cultural Revolution—Mao Tse-tung.)

WH.7 The student will explain how scientific and technological changes have had a major impact on society.
Descriptive Statement: Emphasis will be placed on examining the conditions existing before and after particular scientific or technological changes in order to evaluate the effect on lifestyles and institutions. (For example: Arabic numeral system, development of scientific method, Industrial Revolution, and the Atomic Age.)

WH.8 The student will identify the causes, effects, and resolutions of national and international conflicts.
Descriptive Statement: Emphasis will be on an analysis of wars, police actions, and revolutions. An evaluation of the impact of international organizations upon conflict resolution should be included. (For example: Crusades, French Revolution, Boxer Rebellion, Russian Revolution, World Wars, and the Korean Conflict.)

WH.9 The student will recognize and identify the reasons for the growth and development of interdependence among nations.
Descriptive Statement: Emphasis will be on the historical development and increasing need for each nation to rely on other nations in all areas. (For example: silk trade routes, triangular trade route, military alliances, OPEC, United Nations, and Third World Nations.)

WH.10 The student will identify the contributions of world civilizations in art, architecture, literature, and music.
Descriptive Statement: Emphasis will be on how Eastern and Western cultures have fulfilled the need for a realization of high artistic aspirations. (For example: Michelangelo, Picasso, da Vinci, I. M. Pei, Frank Lloyd Wright, Cervantes, Homer, the Talmud, the Koran, Elizabeth Barrett Browning, Beethoven, and Tchaikovsky.)

WH.11 The student will identify the aspects of geography which have affected the world's peoples and nations.
Descriptive Statement: Emphasis will be on the use of maps and globes to explain the geographic setting of historical and current events. (For example: land formations, river systems, soil types, climate patterns, trade winds, natural resources, and major trade routes.)

WH.12 The student will express concepts and ideas with clarity in both written and verbal forms.
Descriptive Statement: Emphasis will be on collecting, organizing, and evaluating information around a clearly defined topic.

WH.13 The student will develop problem-solving and critical-thinking skills.
Descriptive Statement: Emphasis will be on the ability to use the following processes: identify the problem, gather information, analyze the problem, identify alternative solutions, select a solution, and reach tentative conclusions.

WH.14 The student will analyze primary resource information relating to historic events and examine current world issues.
Descriptive Statement: Emphasis will be on identifying values, distinguishing between fact and opinion, determining and evaluating points of view, and gathering data from interviews, charts, graphs, political cartoons, and other media sources.

AMERICAN GOVERNMENT

Program Description:

This course examines the basic structures of governments. The decision-making process in government is emphasized. Powers inherent to each branch of government are examined through the study of the Constitution of the United States and its amendments and other historical documents and local governing bodies. Democratic values and citizen participation are stressed throughout the course. Student participation in the community should be encouraged.

GT.1 The student will trace the historical development of government as an institution.
Descriptive Statement: Emphasis will be on the concepts of state, government, and sovereignty. The student will compare and contrast various forms of political and economic systems.

GT.2 The student will analyze the United States Constitution, the documents which preceded its adoption, and the evolving interpretations of the Constitution.
Descriptive Statement: Emphasis will be placed on a study of the Constitution, its formal and informal amendments, and Supreme Court decisions.

GT.3 The student will explain the role of the executive, legislative, and judicial branches of government at the federal, state, and local levels.
Descriptive Statement: Emphasis will be placed on the characteristics and functions of each branch of government and the interrelationships among the branches. A study of federalism also should be included.

GT.4 The student will explain the concept of separation of powers, including checks and balances, and its importance in a democratic system.
Descriptive Statement: Emphasis will be placed on the interrelationships of the branches of government as they serve to check and balance the powers of each other.

GT.5 The student will analyze the characteristics and functions of political parties in the United States from their inception to the present.
Descriptive Statement: Focus will be on such factors as structure, the nominating process, fund raising, informing the public, and the role of third parties. The study should include the role of the parties in Congressional leadership positions.

GT.6 The student will describe the electoral process.
Descriptive Statement: Emphasis will be on voting requirements, methods of conducting elections, resolving election disputes, the function of the electoral college, and voter behavior.

GT.7 The student will identify and analyze the factors affecting decision making at all government levels in the United States.
Descriptive Statement: Emphasis will be on such factors as pressure groups, media, public opinion, individual characteristics of the decision maker, monetary and fiscal policy, time frame, and international climate.

GT.8 The student will express concepts and ideas with clarity in both written and verbal forms.
Descriptive Statement: Emphasis will be on collecting, organizing, and evaluating information around a clearly defined topic.

GT.9 The student will develop problem-solving and critical-thinking skills.
Descriptive Statement: Emphasis will be on the ability to use the following processes: identify the problem, gather information, analyze the problem, identify alternative solutions, select a solution, and reach tentative conclusions.

GT.10 The student will analyze primary resource information relating to historic events and examine current issues.
Descriptive Statement: Emphasis will be on distinguishing between facts and opinion, determining and evaluating points of view, and gathering data from interviews, charts, graphs, political cartoons, and other media sources.

PROBLEMS OF DEMOCRACY

Program Description:

This course is intended to deal with contemporary issues in American society which are frequently controversial in nature. Historical background and concepts from the social sciences should be used to explain the background of current situations. The emphasis in this course should be on issues which are currently influencing the lives of students and are likely to do so in the future. It is essential for the teacher to develop a classroom atmosphere where controversial issues can be examined realistically and rigorously. The teaching methods employed should promote student involvement in the selection and analysis of information and the evaluation of possible solutions to the problem. In this course, the teacher and students will join in a collective effort to examine the nature of problems confronting our democracy.

PD.1 The student will develop problem-solving and critical-thinking skills.
Descriptive Statement: Emphasis will be on the ability to use the following processes: identifying the problem, gathering information, analyzing the problem, identifying alternative solutions, selecting a solution, and reaching tentative conclusions.

PD.2 The student will analyze primary and secondary resources relevant to the historical background and development of current issues.
Descriptive Statement: Emphasis will be on distinguishing between fact and opinion and examining and evaluating different points of view using data from interviews, charts, graphs, political cartoons, and other media sources.

PD.3 The student will express concepts and ideas with clarity in both written and verbal forms.
Descriptive Statement: Emphasis will be on collecting, organizing, and evaluating information around a clearly defined topic.

PD.4 The student will examine and compare the various systems of government.
Descriptive Statement: Emphasis will be on identifying and comparing different forms of government, focusing on what constitutes a democracy.

PD.5 The student will examine the issue of equality in American society.
Descriptive Statement: Emphasis will be on the concept of equality and how it has changed over time.

PD.6 The student will analyze the issues of prejudice and discrimination.
Descriptive Statement: Emphasis will be on the various types of prejudice and discrimination in American society.

PD.7 The student will identify issues associated with the Constitution relevant to individual liberties.
Descriptive Statement: Emphasis will be on the various interpretations of individual liberties guaranteed by the Constitution and the responsibilities those liberties entail.

PD.8 The student will investigate the criminal justice system.
Descriptive Statement: Emphasis will be on the judicial system, law and order, crime, and the rights of criminals and victims.

PD.9 The student will investigate and analyze major social problems of contemporary society.
Descriptive Statement: Emphasis will be on issues such as the family, population trends, poverty, substance abuse, education, environment, and significant social movements.

PD.10 The student will identify major economic problems in contemporary society.
Descriptive Statement: Emphasis will be on issues such as taxes, unemployment, social security, poverty, and inflation.

PD.11 The student will investigate major political problems in contemporary society.
Descriptive Statement: Emphasis will include national defense and security, political parties, and domestic and foreign policy.

PD.12 The student will investigate and analyze issues facing our democracy today.
Descriptive Statement: Emphasis will be on current issues confronting our democracy.

ECONOMICS

Program Description:

Economics is the study of how individuals and societies utilize scarce resources in order to produce, distribute, and consume goods and services. High school students should develop a general understanding of economic principles, theories, and relationships.

EC.1 The student will understand the importance of the study of economics and how it relates to them in everyday life.
Descriptive Statement: Emphasis will be on the student's current and/or future roles as a consumer, a producer of goods and services, and a voter on societal issues. Illustrations should be taken from the student's environment and the local, state, and national economies.

EC.2 The student will define and use basic economic terms and concepts.
Descriptive Statement: Emphasis will be on fundamental economic concepts such as scarcity; microeconomics concepts, e.g., markets and prices; macroeconomics concepts, e.g., gross national product (GNP).

EC.3 The student will know the important economic institutions of the private sector and the role they play in shaping economic decisions.
Descriptive Statement: Emphasis will include the following: households, forms of business organizations, financial institutions, labor unions, and nonprofit organizations.

EC.4 The student will identify and explain the various types of economic markets.
Descriptive Statement: Emphasis will be on the differences between competitive and monopolistic markets and the characteristics of oligopolistic markets and monopolistic competition.

EC.5 The student will trace the historical development of capitalism.
Descriptive Statement: Emphasis will be on the historic conditions contributing to the development of capitalism including free enterprise, private ownership, laissez-faire, profit motive, and economic theories.

EC.6 The student will identify the major features of the modified market economy of the United States.
Descriptive Statement: Emphasis will include the source of capital (from individual's savings), private property, profit motive, economic freedom, and limited government control. The importance of education, an abundance of natural resources, and the development of technology should also be stressed.

EC.7 The student will analyze how the forces of supply and demand interact to determine the prices of goods and services.
Descriptive Statement: Emphasis will include market price, factors affecting supply and demand, the difference in quantity demanded and demand, and the effects of price ceilings and floors.

EC.8 The student will describe how money is rated and used in an economic system.
Descriptive Statement: Emphasis is on types of money (coin, currency, and demand deposits), the supply of money and its effect on the general price level, financial institutions (e.g., banks and savings and loan institutions), and the Federal Reserve System.

EC.9 The student will recognize the role of government in the economy.
Descriptive Statement: Emphasis will be on the basic functions of the public sector which affect the allocation of resources, the distribution of income, and economic stability.

EC.10 The student will review the theoretical causes of business fluctuations and their effects upon our economy.
Descriptive Statement: Emphasis will include theoretical causes, such as changes in capital goods investments, pessimism/optimism of business and consumers, and factors causing changes in aggregate demand, e.g., underconsumption and war; and the effects of economic upswings and recessions, such as increases/decreases in profits, sales, income, prices, and employment.

EC.11 The student will investigate the role of credit on the economy.
Descriptive Statement: Emphasis will include topics related to interest rates, personal credit, capital investment, and government borrowing.

EC.12 The student will demonstrate a knowledge and understanding of the differences among the world's major economic systems.
Descriptive Statement: Emphasis will include determining the process used by various nations to answer the following questions: What should be produced, how should it be produced, how much should be produced, and who should receive the goods and services produced? The student will identify the elements of the three basic economic systems (traditional, command, and market) that are found in today's modern mixed economies.

EC.13 The student will explain the benefits and problems of international trade.
Descriptive Statement: Emphasis will include specialization, comparative and absolute advantage, barriers to trade, and exchange rates.

EC.14 The student will express concepts and ideas with clarity in both written and verbal forms.
Descriptive Statement: Emphasis will be on collecting, organizing, and evaluating information around a clearly defined topic.

EC.15 The student will develop problem-solving and critical-thinking skills.
Descriptive Statement: Emphasis will be on the ability to use the following processes: identify the problem, gather information, analyze the problem, identify alternative solutions, select a solution, and reach tentative conclusions.

EC.16 The student will analyze primary resource information relating to current economic issues.
Descriptive Statement: Emphasis will be on distinguishing between fact and opinion, determining and evaluating points of view, and gathering data from interviews, charts, graphs, political cartoons, and other media sources.

PSYCHOLOGY

Program Description

Psychology is a social science which examines the processes of sense perception, response to stimuli, emotions and motivations, personality, human development, mental disorders, and the interaction of the individual with the group. This course provides an understanding of the intricacies of the mind and the nervous system, and of the activities of living beings and their interaction with the environment, both as individuals and as groups.

PY.1 The student will demonstrate an understanding of the basic concepts of psychology.
Descriptive Statement: Emphasis will be on the recognition of the various fields of psychology, i.e., clinical, behavioral, developmental, and social.

PY.2 The student will recognize various methods of psychological research and the tools used by psychologists.
Descriptive Statement: Emphasis will be on defining natural observation, directed observation, case study, interviews, questionnaires, tests, and similar methods of measurement.

PY.3 The student will survey the history of psychology.
Descriptive Statement: Emphasis will be on tracing the earlier developments of psychology including significant personalities.

PY.4 The student will identify contemporary schools of psychological thought.
Descriptive Statement: Emphasis will be on the identification and discussion of selected psychologists and their theories, i.e., cognitive, existential, humanistic, behavioral, psychosocial, and eclectic.

PY.5 The student will explain the development of emotions and how they affect individuals physically and mentally.
Descriptive Statement: Emphasis will be on the study of emotional states and how they motivate behavior.

PY.6 The student will trace the various stages of human development.
Descriptive Statement: Emphasis will be on the identification of expected patterns of behavior in each of the stages of human development, i.e., infancy, childhood, adolescence, adulthood, and old age.

PY.7 The student will examine factors that influence the development of personality.
Descriptive Statement: Emphasis will be on the theories of personality, such as those of Freud, Adler, Skinner, and Erikson.

PY.8 The student will explore the changes in behavior that are not the result of reflexes and are not primarily due to physical growth.
Descriptive Statement: Emphasis will be on describing the principles, techniques, and applications of learning theories, such as Pavlov's classical conditioning, Skinner's operant conditioning, reinforcement, and aversive control.

PY.9 The student will discuss emotionally unhealthy behavior.
Descriptive Statement: Emphasis will be on understanding emotionally unhealthy behavior, its causes, differences, and the types of therapy used to change this behavior.

PY.10 The student will review the methods for measuring intellectual ability.
Descriptive Statement: Emphasis will be on understanding the concept of intelligence, the characteristics of individual and group intelligence tests, the meaning of IQ, and a discussion of mental retardation and superior intelligence.

PY.11 The student will express concepts and ideas with clarity in both written and verbal forms.
Descriptive Statement: Emphasis will be on collecting, organizing, and evaluating information around a clearly defined topic.

PY.12 The student will develop problem-solving and critical-thinking skills.
Descriptive Statement: Emphasis will be on the ability to use the following processes: identify the problem, gather information, analyze the problem, identify alternative solutions, select a solution, and reach tentative conclusions.

SOCIOLOGY

Program Description:

This course encompasses the study of the dynamics of behavior as individuals interact in various social groups. The study will include fundamental social concepts, group life, social institutions, social change, group processes, and societal problems.

SO.1 The student will demonstrate an understanding of the concept of sociology.
Descriptive Statement: Emphasis will be on defining sociology as a social science.

SO.2 The student will recognize various methods of sociological research and the tools used by sociologists.
Descriptive Statement: Emphasis will be on defining natural observation, participant observation, survey, experiment, and control group. The student will study the differences in primary and secondary research.

SO.3 The student will demonstrate knowledge of the scientific method of sociological thought.
Descriptive Statement: Emphasis will be on listing and defining the five steps of scientific problem solving.

SO.4 The student will demonstrate an understanding of the concept of culture.
Descriptive Statement: Emphasis will be on the identification of culture traits, complexes, universals, and alternatives.

SO.5 The student will describe the basic elements of groups.
Descriptive Statement: Emphasis will be on the five basic elements of groups: norms, status, roles, rank, and values.

SO.6 The student will describe the five basic social institutions.
Descriptive Statement: Emphasis will be on describing the importance of the five basic social institutions to a society: family, religion, economy, government, and education.

SO.7 The student will examine society's influence on the rules of behavior.
Descriptive Statement: Emphasis will be on defining and recognizing examples of norms, folkways, mores, laws, and deviant behavior. The student will give examples of positive or negative sanctions imposed upon them by society.

SO.8 The student will describe the socialization process.
Descriptive Statement: Emphasis will be on recognizing the importance of the socialization process and the agents of socialization such as experiences, interactions, family, schools, peer groups, and media.

SO.9 The student will recognize the importance of groups within a society.
Descriptive Statement: Emphasis will be on the different types of groups and their functions in a society, i.e., peer group, in-group, out-group, primary and secondary group, reference group, and the family.

SO.10 The student will analyze the role of the family in society.
Descriptive Statement: Emphasis will be on the effects of pressure groups and other societal factors upon the institution of the family.

SO.11 The student will describe the concepts of social stratification.
Descriptive Statement: Emphasis will be on recognizing that social stratification is based on several criteria such as age, sex, race, religion, or occupation, and can influence social mobility.

SO.12 The student will identify the contribution of racial and ethnic groups in American society.
Descriptive Statement: Emphasis will be on the contributions of various racial and ethnic groups to the formation of our pluralistic society.

SO.13 The student will identify the forms of collective behavior.
Descriptive Statement: Emphasis will be on investigating the response of the individual to the various types of collective behavior, i.e., crowds, assemblies, fads and fashions, social movements, and riots.

SO.14 The students will examine the process of social change.
Descriptive Statement: Emphasis will be on analyzing the reasons for social change and identifying the circumstances that lead to their incorporation into society.

SO.15 The student will identify individuals who have had a significant impact on the development of sociological thought.
Descriptive Statement: Emphasis will be on individuals responsible for the development of basic sociological principles, i.e., August Comte, Max Weber, and Herbert Spencer.

SO.16 The student will analyze basic social problems.
Descriptive Statement: Emphasis will be on researching and evaluating the impact of social problems on society. This may be accomplished by using primary research methods, i.e., surveys, questionnaires, and interviews.

SO.17 The student will express sociological concepts and ideas with clarity in both written and verbal forms.
Descriptive Statement: Emphasis will be on collecting, organizing, and evaluating information around a clearly defined topic.

WORLD GEOGRAPHY

Program Description

World geography examines major physical and cultural aspects of the geographic distribution of people and resources by using a topical or regional approach. Content includes principles of political, economic, social, and cultural geography. Interrelationships between people and the physical environment are examined. Map and globe skills, chart and graph interpretation, and thinking skills are emphasized.

WG.1 The student will develop map reading skills.
Descriptive Statement: Emphasis will be on map and globe skills which will include measuring distance (scale), citing location (longitude, latitude, and time zones), identifying map projections and distortions, and interpreting symbols. Students will identify major land forms, bodies of water, and political subdivisions.

WG.2 The student will construct and interpret charts, graphs, models, and other pictorial materials.
Descriptive Statement: Emphasis will be on organizing, analyzing, and depicting data using charts, graphs, models, and other pictorial materials.

WG.3 The student will examine the geographical impact on world cultures by exploring aspects such as beliefs, religions, values, traditions, and institutions.
Descriptive Statement: Emphasis is on the unique characteristics of people such as race, language, religion, nationality, history, and customs.

WG.4 The student will explain how cultural characteristics are profoundly affected by the available natural resources.
Descriptive Statement: Emphasis is on the availability and utilization of resources and the resulting economic development which supplies food, clothing, and shelter.

WG.5 The student will describe how economic resources influence the adaptation of people to their environment.
Descriptive Statement: Emphasis is on the use of land, labor, energy sources, and capital, and the systems created to utilize them.

WG.6 The student will examine the impact of topography and environment on the development of economic and political systems.
Descriptive Statement: Emphasis is on understanding that the rate of change within individual nations is a result of climate, landforms, water systems, natural resources, location, and other factors.

WG.7 The student will read and interpret geographic information, using various reference materials and resources, and communicate that information in both oral and written form.
Descriptive Statement: Emphasis will be on collecting, organizing, and evaluating information around a clearly defined topic.

WG.8 The student will develop critical-thinking skills and use geographic concepts to examine contemporary issues and events and project possible consequences.
Descriptive Statement: Emphasis is on skills of data gathering, making inferences, setting up hypotheses, and drawing conclusions. Students will use these skills to analyze media sources and predict future trends. The emphasis will be on making choices today which will create a high quality of life in the future.

WG.9 The student will identify and analyze population statistics and distribution, food supply systems, and migration patterns.
Descriptive Statement: Emphasis is on major population problems such as birth and death rates, population density, world food crises, and major historical and contemporary migration streams.

WG.10 The student will discuss the importance of the human impact on the biosphere.
Descriptive Statement: Emphasis is on the ecological effect that human activity has upon water, soil, and the atmosphere. Students will gain an insight concerning the necessity of conservation and its effect on the quality of life.

WG.11 The student will develop problem-solving and critical-thinking skills.
Descriptive Statement: Emphasis will be on the ability to use the following processes: identify the problem, gather information, analyze the problem, identify alternative solutions, select a solution, and reach tentative conclusions.